

Pengaruh Persepsi Guru terhadap Dukungan Sekolah pada Penerimaan Teman Sebaya Siswa Berkebutuhan Khusus yang Dimediasi oleh Teacher Self-efficacy dan Strategi pengajaran = The Effect of Teacher's Preception of School Support on Peer Acceptance toward Disability Students Mediated by Teacher Self-efficacy and Teaching Strategy

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Abstrak

Penerimaan teman sebaya di Madrasah Ibtidaiyah Inklusif merupakan hal paling dasar yang perlu untuk dikembangkan karena akan menumbuhkan interaksi sosial yang positif antara siswa reguler terhadap siswa berkebutuhan khusus sehingga tujuan pendidikan inklusif untuk menghilangkan diskriminasi dapat tercapai. Penelitian ini akan menguji faktor-faktor yang dapat menumbuhkan penerimaan teman sebaya di Madrasah Ibtidaiyah Inklusif. Ada 3 faktor yang diuji yaitu strategi pengajaran, teacher self-efficacy dan persepsi guru terhadap dukungan sekolah. Partisipan adalah 41 guru dan 930 siswa Madrasah Ibtidaiyah Inklusif di Indonesia. Penelitian ini menggunakan alat ukur TEIP, strategi interaksi sosial, PSSIE, dan PAS. Hasil analisis regresi menunjukkan bahwa teacher self-efficacy dan strategi pengajaran memediasi secara serial pada hubungan persepsi guru terhadap dukungan sekolah dan penerimaan teman sebaya ($a_1d_21b_2=0.0079$, $LLCI=0,004$, $ULCI=0.0117$). Meskipun demikian efek langsung dan efek tidak langsung yang terjadi tidak berbeda jauh ($C=0.0782$, $C'=0.0778$).

.....Peer acceptance in Madrasah Ibtidaiyah Inclusive is the most basic thing that needs to be developed because it will foster positive social interaction between regular students and students with special needs so that the goal of inclusive education to eliminate discrimination can be achieved. This study will examine the factors that can foster peer acceptance at Madrasah Ibtidaiyah Inclusive. There are 3 factors tested, namely teaching strategies, teacher self-efficacy and teacher perceptions of school support. The participants were 41 teachers and 930 students of Inclusive Madrasah Ibtidaiyah in Indonesia. This study uses the TEIP, social interaction strategy, PSSIE, and PAS measurement tools. The results of the regression analysis showed that teacher self-efficacy and teaching strategies mediated serially the relationship between teachers' perceptions of school support and peer acceptance ($a_1d_21b_2=0.0079$, $LLCI=0.004$, $ULCI=0.0117$). However, the direct and indirect effects were not much different ($C=0.0782$, $C'=0.0778$).